DOCUMENT RESUME

ED 071 806 RC 006 692

TITLE	New Mexico State Department of Education, Division of Indian Education, Annual Report, 1971-1972.
INSTITUTION	New Mexico State Dept. of Education, Santa Fe. Div. of Indian Education.
PUB DATE	72
NOTE	33p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*American Indians; Annual Reports; *Compensatory Education Programs; Dropouts; *Educational Improvement; *Enrollment; *Federal Programs; Financial Support; Tables (Data)
IDENTIFIERS	*Johnson O Malley Act; New Mexico

ABSTRACT

An annual report (1971-72) of New Mexico's State Department of Education, Division of Indian Education, this document presents data pertaining to the 20 school districts receiving Johnson O'Malley (JOM) funds. Data is included on the total district enrollment, Indian student enrollment, Indian employees, what JOM funds were used for, and special programs in the districts. The distribution of tribal groups by school district and data on the Navajo area personnel are given. District summary reports give the information on the enrollment, graduates, and dropouts by grade in tabular form. (NQ)

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ANNUAL REPORT

DIVISION OF INDIAN EDUCATION

NEW MEXICO STATE DEPARTMENT OF EDUCATION

1971 - 1972

RC 006692

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NARRATIVE

The fiscal year of 1971-72 was an eventful one for the Indian Education Division of the New Mexico State Department of Education and the Johnson O'Malley Program.

Mr. Willard Scott, Director of the Indian Education Division since May, 1968 resigned effective November 30, 1971. Fortunately for the Department, Mr. James McLarry, an Education Specialist since 1969, was on had to ably assume Mr. Scott's duties and was designated Acting Director for the balance of the fiscal year.

Shortly before Mr. Scott's resignation the Bureau of Indian Affairs informed this office that the Johnson O'Malley contract had been reduced from an expected $3,565,000 to $2,953,000, a reduction of $630,000. This necessitated a careful review of each of the 20 district's formerly approved budgets to eliminate the least critical items. Each review required an on-site meeting with the school administrators, board members, Indian leaders, interested parents and representatives of the State Department of Education including this office. These budget reductions caused much concern to the school administrators because they had planned programs for the year and had hired employees, teachers, aides and others, to implement such programs. Consequently, these programs had to be curtailed, abandoned or financed through general operational funds. In most cases operational funds were not available and abandonment not desirable, so programs were tailored to meet the remaining funds.

Probably the most dramatic event of the year was instituting two contracts for the Johnson O'Malley funds, one for the Albuquerque Area and another for the Navajo Area. The separation of the contract was largely due to the desire of the Indian leaders of the 19 pueblos and the 2 Apache tribes to assume a more active role in the use of Johnson O'Malley funds in their districts. The Navajo leaders felt they were not quite ready to assume administration of the Johnson O'Malley programs, although they plan to do so in the near future. Consequently, the State Department of Education signed a contract with the Albuquerque Area Office of the Bureau of Indian Affairs giving that office administration over Johnson O'Malley activities in 13 school districts encompassing:

1. Albuquerque Public Schools
2. Bernalillo Public Schools
3. Dulce Independent Schools
4. Espanola Public Schools
5. Grants Municipal Schools
6. Jemez Springs Municipal Schools
7. Los Lunas Consolidated Schools
8. Penasco Independent Schools
9. Pojoaque Valley Schools
10. Ruidoso Municipal Schools
11. Taos Municipal Schools
12. Truth or Consequences Municipal Schools
13. Tularosa Municipal Schools

The second contract, drawn between the State Department of Education and the Navajo Area Office of the Bureau of Indian Affairs, gave that area office jurisdiction over the Johnson O'Malley affairs in the 7 school districts in Navajoland. The districts are:

1. Bloomfield Municipal Schools
2. Central Consolidated Schools
3. Cuba Independent Schools
4. Farmington Municipal Schools
5. Gallup-McKinley County Schools
6. Jemez Mountain District Schools
7. Magdalena Municipal Schools

A financial breakdown on the division of the Johnson O'Malley monies will be found elsewhere in this report.

This separation of contracts discussed above was merely an indication of things to come. For the Albuquerque Area, a 1972-73 master contract has been drawn directly between the Albuquerque Area Bureau of Indian Affairs Office and the All Indian Pueblo Council, Inc. In turn, each of the 13 districts concerned initiates a contract between itself and the All Indian Pueblo Council subject to all rules and regulations relegated to the State Department of Education by the New Mexico State Constitution. Indian leaders feel that contracting in this manner will give the Indian populace more interest and more voice in the affairs of the schools housing a large number of eligible Johnson O'Malley pupils.

The 1972-73 contract for the Navajo Area will be essentially the same as the 1971-72 one. It will be drawn between the Navajo Area Office and the New Mexico State Department of Education with the Division of Indian Education administering the Johnson O'Malley activities in conjunction with representatives from the Navajo Area Office.

Although the Navajo Area enrolls approximately two-thirds of the eligible Johnson O'Malley pupils, the geographical area served by the Division of Indian Education has been drastically reduced; therefore the office staff has been reduced accordingly. Mrs. Maggie McReynolds, Secretary, resigned May 31, 1972. Mrs. Eve Arthur, Education Specialist, resigned June 6, 1972 and Mr. Delmar Smith, Education Specialist, resigned June 30, 1972. Mr. James R. McLarry, Acting Director and Education Specialist, and Mrs. Virginia Thibodeaux, Secretary, will hold the fort until reinforcements arrive about August 15, in the form of a new Department Director, Mrs. Alice Neundorf, Navajo.

ALBUQUERQUE AREA PERSONNEL DATA – 1971-72

Total Area Enrollment	111,425
Indian Student Enrollment	5,140
Percentage of Indian Enrollment	4.6%
*Excluding Albuquerque and Truth or Consequences	17.0%
Indian Enrollment – Grades 9-12	1,545
Area Dropout Rate – Grades 9-12 (6.9%)	107
Area Graduates 8th Grade	399
Area Graduates 12th Grade	282
Area School Board Members – Total 73 Indian 10	
Indians Employed in Area	178

Administrative Aides	2
Attendance Officers	6
Bus Drivers	38
Cafeteria Personnel	21-½
Clerical Personnel	10
Custodians	20-½
Liaison Officers	5
Maintenance Personnel	1
Teachers	9
Teacher Aides	65

*Albuquerque and Truth or Consequences were excluded for this figure to give a more accurate picture of the Indian student population density. Albuquerque is so preponderantly non-Indian (83,458 to 266) that including it gives the whole area an untrue slant. Truth or Consequences has no Indian enrollment per se, so its 1,400 non-Indian enrollment was excluded to further clarify the true percentage of eligible Johnson O'Malley Indian students.

Albuquerque Public Schools
Ernest Stapleton, Superintendent
P. O. Box 1927
Albuquerque, New Mexico 87103

District Enrollment	83,724
Enrollment in the 5 Johnson O'Malley Schools	7,806
Indian Enrollment	266
Indian Dropout Rate	Grades 1- 8=Nil Grades 9-12=13%
School Board Members 5 Indian	0
Indians Employed in System	3
Teacher Aides	3

The above funds were used primarily to continue the Language Arts and Counseling Programs for the Isleta Pueblo and Canoncito Navajo students.

An increase over the previous year's funding permitted the following additions:

1. Establishment of a Learning Center at Polk Junior High for the Isleta students. Made possible by Johnson O'Malley paying rental on building.

2. Institution of an Indian Enhancement Program, also at Polk Junior High, to promote an awareness of Indian culture and history. The teachers involved felt that this program helped develop leadership and craft skills for the Indian students.

3. Two Indian aides were added to the Isleta portion of the program. Their efforts made individual contact with the students more available and effective.

4. Employment of an occupational therapist whose salary was paid in part by Johnson O'Malley funds (will not be funded by Johnson O'Malley in 72-73).

The total Johnson O'Malley program continues to improve in meeting the needs of the Indian students and in increased contact with the parents. Indian parental support and participation becomes stronger each year.

Bernalillo Public Schools
Pete Santistevan, Superintendent
P. O. Box 158
Bernalillo, New Mexico 87004

District Enrollment			2,902
Indian Enrollment			1,358
Indian Dropout Rate	Grades K- 8=2% Grades 9-12=6%		
School Board Members	7	Indian	2
Indian Employees in System			49
Teachers	3		
Teachers' Aides	5		
Bus Drivers	19		
Cafeteria Workers	9-½		
Clerks	2		
Custodians	6-½		
Attendance Officers	4		

$156,831.24

Successful Johnson O'Malley Programs

School Library

The school library program function is two-fold: it enriches the curriculum and serves the individual reading needs. The library provided students with materials and services most appropriate and most meaningful in their growth and development as individuals. The program has helped students become skillful and discriminating users of printed and audio-visual materials. Over and beyond making the library function, it involves working with students and teachers in groups and as individuals in many types of situations. The students' enjoyment and use of printed, auditory and visual media measures the service.

Reading Program

The junior high remedial reading program was initiated through the use of tapes, records, prints, etc. Emphasis and drill were placed at the beginning on games, crossword puzzles and other means of reinforcing basic sight vocabulary. Movies, filmstrips and controlled readers were used throughout the year to implement interest and skills. Books, magazines, and some workbooks were used in varied and creative ways. Also, there was much use made of individual writing and reactions to materials to which they were exposed. The students involved made significant gains in reading achievement. Almost all the students reflect an improved attitude concerning themselves and their cultures. They seem to function and relate better in all areas of the school situation.

Guidance Program

The primary objective of the guidance counselor has been to develop the self-concept and self-understanding of the children with which she works. Secondarily, she has been concerned with developing good working relationships among the faculty in order to encourage a healthy classroom atmosphere. To implement these goals, she worked briefly in each room, then organized individual and group counseling sessions as needed. She also organized after school teacher groups by teaching teams (kindergarten, lower primary, etc.)

Other work during the year included developing better rapport between the public school and the pueblo Headstart program, more involvement by parents in the public school activities and initial efforts at disseminating vocational guidance information. However, the main concern has been improving the children's school experiences and helping individuals develop healthy attitudes about themselves and their environment.

Bloomfield Municipal Schools
Dr. Ellis Scott, Superintendent
Bloomfield, New Mexico 87413

District Enrollment			1,885
Total Indian Enrollment			665
Indian Dropout Rate	Grades K- 8- 7.6% Grades 9-12= 17%		
School Board Members	5	Indian	1
Number of Indian Employees			3
Aides	2		
Liaison Officer	1		

Bloomfield Schools received a special carryover of $40,000 from 1970-71 Johnson O'Malley funds to be used to increase their kindergarten units from 1 to 4. The increase was made necessary by the increase in Navajo enrollment. The school administration feels that the kindergarten program is one of the most successful and necessary facets in the education of the Indian pupil. Most of the kindergarten pupils come to school with little or no knowledge of the English language, or the social customs of the strange white man's world. One year of pre-school readies most of them for the regular first grade classroom.

The special transportation provided by Johnson O'Malley enables the older Indian students to participate in after school activities such as athletics, band, chorus and others.

Bloomfield Municipal Schools *(Continued from page .)*

The liaison officer furnishes a direct line of communication between the school administration and the Indian community, as does the Indian member of the Board of Education.

Central Consolidated Schools
R. E. Karlin, Superintendent
Kirtland, New Mexico 87417

District Enrollment			4,635
Indian Enrollment			3,720
Indian Dropout Rate	Grades K- 8=.06% Grades 9-12- 11%		
School Board Members	5	Indians	3
Indians Employed in System			95
Teachers	23		
Bus Drivers	11		
Custodians	19		
Clerical	26		
Cafeteria Workers	16		

The special programs funded by this school district under Johnson O'Malley and their contributions to the success of the student are herein identified:

(1) Kindergarten: Oral preparation to be able to communicate in English by the time the student is enrolled in the first grade in order to help the child adjust to a second language and a second culture. The fact that the young child is fed two meals per day in two of our three kindergarten programs helps to create physical health along with intellectual progress.

(2) Native Navajo Crafts for secondary students (7-12) helps to provide a success program that relates to the Navajo culture. This program provides the opportunity for each child to excell in a craft that has a special interest.

(3) Attendance – Liaison personnel – This program takes the school program to the Navajo Chapter House and to the individual home in many instances. The older generation of Navajo people are thusly better informed about the schools and their programs as they exist today.

Cuba Independent Schools
Melvin Cordova, Superintendent
P. O. Box 68
Cuba, New Mexico 87013

District Enrollment			1,0
Indian Enrollment			5
Indian Dropout Rate	Grades K- 8=2.8% Grades 9-12=3.6%		
School Board Members	5	Indians	
Indians Employed in System			
Teacher (summer school)	1		
Liaison Officer	1		
Custodians	2		
Teacher Aides	5		

Johnson O'Malley Programs considered successful:

Program: Kindergarten

It is felt that a good start in the formal educational process is vital to children and particularly for the Navajo segment of the student populatio The majority of these students come to school with little or no mastery the English language.

The tri-cultural program that is worked very adeptly by the teache and teacher aides gives these youngsters an exceptionally good start.

The objectives established were quite well fulfilled by the end of t year. This year, mothers of prospective kindergarten students and also t children visited and received instruction in the needs the children have prior enrollment in this program. It is hoped that this will further strengthen t 1972-73 kindergarten.

Program: Language Arts – Oral Language Program

Many of the Indian students do not attend school regularly and sever do not attend school at all until after age 7. This has posed a problem, and order to alleviate it an Oral Language Program that has been very beneficial these youngsters, has been implemented. Students that have gone throug this program work better in the rest of their classes.

Program: Instructional Aides

The Navajo Instructional Aides hired have helped the teachers at levels in establishing better lines of communication between the students a the teachers. They have also helped the school's public relations.

Program: Business Education

Through the use of Johnson O'Malley funds, offerings have bee expanded in the area of business education. This has helped students acqui skills in typing, shorthand and bookkeeping that should be quite beneficial them and their prospective employers.

Dulce Independent Schools
Garfield Gutierrez, Superintendent
Dulce, New Mexico 87528

District Enrollment 682

Indian Enrollment 572

Indian Dropout Rate Grades K- 8= .04%
Grades 9-12= 15.8%

School Board Members 5 Indians 3

Indian Employees in System 20

Business Manager	1
Aides	9
Teachers	1
Clerks	2
Cafeteria Workers	5
Liaison	1
Custodians	1

1) The Industrial Arts program in Dulce Schools serves to improve the educational opportunities for the students by giving them a broader basis for learning. The students get an opportunity to work with metals and wood and they have the chance to use power tools as well as hand tools. Without this program, the school, because of its size, would not be able to afford an Industrial Arts offering.

The rapidly developing concept that students should learn about more than just academics dictates the inclusion of programs such as this. The Industrial Arts courses are quite popular with the students and do a great deal to help hold many of them in school.

2) The Speech and Drama program in Dulce Schools gives the Indian student a chance to learn how to express himself better. The Indian leader of the future must strive to be capable of articulating on a standard level. This program gives the Indian student the opportunity to learn and practice this skill.

3) The closed circuit television is utilized in the high school in a varying number of ways in the total educational program. For example, programs of high educational value on both the commercial and public broadcasting stations are videotaped and retransmitted to individual classes. Students are encouraged to perform before the camera and this allows them the chance to help improve their self-image. The television technician works with small groups of students, teaching them the techniques of programmin use of the camera, etc. A number of these students have become proficie enough with the equipment to tape programs and play them back witho supervision from the technician.

The Walker Readiness Test for Disadvantaged Preschool children w given to all kindergarten children enrolled in the kindergarten this year. pre-test was given in September and then a post-test has just been complete The raw scores obtained on the post-test increased significantly over tho obtained on the pre-test in all cases.

Espanola Public Schools
Isaac Garcia, Superintendent
P. O. Box 249
Espanola, New Mexico 87532

District Enrollment 6,08

Indian Enrollment 37

Indian Dropout Rate Grades K- 8=.04%
Grades 9-12= 3%

School Board Members 5 Indians .....

Indian Employees in System.....
1 Liaison Officer
4 Teacher Aides
3 Custodians
1 Cafeteria Cook

No special education classes for Indians are being conducted i Espanola. The pupil enrollment is a tri-cultural one composed of Spanish Anglo and Indian, with Indians in a strict minority. The proximity of Sa Juan and Santa Clara, the two pueblos served by the Espanola Schools, to th town of Espanola and the city of Santa Fe has urbanized the Indian childre to a large extent. Although both Pueblos have retained their own cultura values and ways of life, frequent contacts with the Spanish and Angl portions of the population have largely prepared them for entry into scho life, at least socially and linguistically.

The liaison officer, the aides, custodians and the cook have been ver instrumental in establishing lines of communication between the India communities and the schools.

The Espanola School's administration changed during the school yea The new administrative staff plan an Educational Resource Center at Sa Juan Pueblo which should aid the Indian students.

Farmington Municipal Schools
James McCormack, Superintendent
P. O. Box 660
Farmington, New Mexico 87401

District Enrollment			6,589
Indian Enrollment			394
Indian Dropout Rate	Grades 1- 8=10% Grades 9-12=19%		
School Board Members	5	Indians	1
Indian Employees in System			5
Teachers	2		
Counselors	1		
Teacher Aides	2		

In fiscal years previous to 1971-72 Farmington's participation in the Johnson O'Malley programs was largely confined to school lunch reimbursement, although the eligible JOM enrollment was large enough for overall participation. In 1970-71 the personnel and program request was for only $10,232 (counselor $8,930, general instructional supplies $1,247, and health supplies $55). In addition, Johnson O'Malley contributed $10,060 for school lunches and $184 for parental costs. In 1971-72 the request was slightly higher ($13,550), but unfortunately the request included a $9,750 item for a counselor at the secondary level. With a secondary enrollment of only 96 Johnson O'Malley students a full time counselor was deemed unnecessary, so this person was eliminated as a Johnson O'Malley employee. Also eliminated was Health Supplies and Services ($250) for a total reduction of $10,000 leaving only $3,550, excluding parental costs and school lunches.

Gallup-McKinley County Schools
A. E. Woodburn, Superintendent
P. O. Box 1318
Gallup, New Mexico 87301

District Enrollment			12,174
Indian Enrollment			8,052
Indian Dropout Rate	Grades K- 8=1.6% Grades 9-12=6.2%		
School Board Members	5	Indians	3
Indian Employees in System			299
Teachers	32		
Supervisors	3		
Consultants	3		
Teacher Aides	107		
Custodians	47		
Cafeteria Workers	89		
Maintenance Workers	4		
Title VII Employees	4		
Attendance Officers	9		
Principals	1		

Johnson O'Malley Expenditures 1971-72

Successful Johnson O'Malley Programs

Secondary Reading Laboratories – Serves up to 350 Johnson O'Malley students per day -- gives them opportunity for development of reading skills and enjoyment of literature. Learning space provided for this project makes it possible to have the program.

Kindergarten Education – Serves up to 300 students who otherwise could not be served in the district.

Language Development, Social Studies, Mathematics, Physical Education, Health, Science, Music, Art and various activities add to the opportunities the children have. Testing and observation indicate that this needed program is successful.

Health services and food are also provided for the pre-schoolers.

Augmenting the educational opportunities that the students have are the following contributions to the total program:

Parental Services
New Buildings
Activity Travel and Student Activities
Consultative Services
Instructional Aides
Home-School Liaison Services
Medical Aides

Johnson O'Malley funds provide these programs and services over and above the otherwise more limited educational opportunities that would be available for the students.

Parent groups have been involved and have helped set these services and projects as priority. It is our opinion that these programs are very successful

Grants Municipal Schools
Manuel B. McBride and E. V. Arvizu*
P. O. Box 8
Grants, New Mexico 87020

District Enrollment			4,692
Indian Enrollment			1,054
Indian Dropout Rate	Grades K- 8=3.2% Grades 9-12=4.3%		
School Board Members	5	Indians	0
Indians Employed in System			45
Administrative Aide	1		
Teachers	4		
Clerical Aides	12		
Teacher Aides	12		
Bus Drivers	14		
Cafeteria Workers	4		
Custodians	4		
Attendance Officers	2		
Security Officers	1		

*Mr. Arvizu assumed superintendency at death of Mr. McBride in December, 1971.

Special Programs which are considered successful in improving the educational opportunities for Indian students are as follows:

a. *Remedial Reading* – Through the employment of a special reading teacher, the schools where this employee worked were greatly benefited in that the children with whom she worked were able to increase their reading abilities and skills to a higher level than what they were at the beginning. This was proven by tests given where the levels of the children were shown to have improved by one or two grade levels. Many students received special help in the Junior High School at Laguna-Acoma with the help of a special remedial reading teacher.

b. *Guidance* – Through employment of an elementary guidance person and one person at the secondary level the children receiving services were more readily guided into the work which they were to accomplish and special problems were handled more efficiently, with the student having improved in attitude and adjustment to school.

c. *Kindergarten* – The children who were in this program were greatly helped through their adjustment to school and the skills which were taught. Most of the children completed the year in being able to make an adjustment to next's year's first grade program.

d. *Bilingual* – The employment of a person to teach in the Bilingual – Bicultural program in the Cubero Elementary School where the Keresan language (the language of both Laguna and Acoma Pueblos) was taught, made for a better understanding of what school was all about where they could understand what was being asked of them. The Indian culture and traditions were incorporated in this program and it created a better community feeling among the members and parents of the children from the Laguna and Acoma Pueblos.

Community relations were greatly improved all around, through the furnishing of supplies, extra-curricular activities monies and special transportation so that students could participate in special school events.

Jemez Mountain Schools
Jimmy Lee Black, Superintendent
P. O. Box 121
Gallina, New Mexico 87017

District Enrollment			722
Indian Enrollment			91
Indian Dropout Rate	None Reported		
School Board Members	5	Indians	0
Indians Employed in System			2
Liaison Officer	1		
Kindergarten Aide	1		
Grade 12	1		

Indian pupils in the Jemez Mountain School District are concentrated in an outlying small school at Lybrook. Lybrook School houses children in grades K through 6 only from the surrounding Navajo reservation. When the students attain junior and senior high status most of them go to Bloomfield for further education where school bus transportation is available. Attendance at Gallina High School would entail traveling 30 miles over roads that are largely unpaved and impassable in inclement weather. The trip to Bloomfield is no farther and over a well traveled, well maintained, paved state highway.

Staffing difficulties presented a problem at Lybrook at the beginning of the 1971-72 school year, but a complete change of personnel, excluding kindergarten and liaison, improved the situation immeasurably. Isolation from the district headquarters and the main center of attendance at Gallina makes efficient staffing a prime requirement for the success of Lybrook.

Jemez Springs Municipal Schools
Donald R. Wood, Superintendent
Canyon Route, Box 4
Jemez Pueblo, New Mexico 87024

District Enrollment 695

Indian Enrollment 345

Indian Dropout Rate Grades K- 8= 0
Grades 9-12=3.1%

School Board Members 7 Indians 2

Indians Employed in System 16

Clerical	2
Teacher Aides	5
Bus Drivers	4
Custodians	3
Cafeteria Workers	2

Los Lunas Consolidated Schools
Bernard Baca, Superintendent
P. O. Box 298
Los Lunas, New Mexico 87031

District Enrollment 3,377

Indian Enrollment 323

Indian Dropout Rate Grades K- 8=4.6%
Grades 9-12=4.5%

School Board Members 5 Indians 0

Indians Employed in System 4

Teacher Aides	3
Bus Driver	1

SPECIAL PROGRAMS FOR INDIAN STUDENTS

The large majority of the Indian students have a tendency to excell in the vocational curriculum. Some special Johnson O'Malley programs of their interest are as listed:

Drafting I & II – Most of the Indian students possess an artistic ability. Sketching of plans and dimensional drawing seems to come easy.

Power Mechanics – Interest is high among Indian students in learning the functions of motors and engines.

Arts & Crafts I & II – This is centered around the culture type aspect, such as painting and pottery making. This gives the students a chance to excell in their culture.

Clerical Office Practice – This course is a cap-stone class which is of interest because it helps to prepare them for positions once out of school.

Building Trades – This is centered around actual performance on the job. This enables the students to learn the fundamentals of carpentry and helps to achieve apprenticeship once out of school.

The two special programs for Indian students are the summer school and the special transportation. The summer school provides students who have failed a course an opportunity to make up the course and remain with their group during the academic year. The ungraded elementary school program provides enrichment experiences as well as remediation to students. This is geared for grades 4–6.

A bus is used for students for the summer school program as well as during the year. This makes it possible for Indian students to participate in extra-curricular activities after school.

In the total school program the Indian students are integrated. Many of the Indian students have excelled academically as well as in extra curricular activities of the school. The one special extra-curricular activity is the "Tewa" Club. This club has also made other students aware of the richness and dignity of the culture of these students.

Magdalena Municipal Schools
Ray Smith, Superintendent
P. O. Box 24
Magdalena, New Mexico 87825

District Enrollment 599

Indian Enrollment 343

Indian Dropout Rate Grades K- 8=1.4%
Grades 9-12=6.2%

School Board Members 5 Indians 1

Indians Employed in System 7
Superintendent 1
Liaison Officer 1
Teacher Aides 5

The special programs in this district which are successfully improving educational opportunities for the Indian students are:

1. Primary developmental reading program.
The Indian youngsters are showing signs of developing confidence in their use of the English language, judged by observation of oral recitations. The success of this program is due largely to open classroom, interest centered classroom, and employment of highly sensitive, dedicated teachers.

2. Parental involvement in planning school curriculum.
The Alamo parents and the school administrators had several meetings to discuss and plan the curriculum offering for the Indian youngsters.

3. Improved liaison service between the Alamo, the school and the BIA dormitory.
The parents are kept well advised on the progress of the children and their advice on school matters is sought at all times and their suggestions implemented wherever possible.

Penasco Independent Schools
Felix Duran, Superintendent
P. O. Box 318
Penasco, New Mexico 87553

District Enrollment 930

Indian Enrollment 18

Indian Dropout Rate Grades K- 8=0
Grades 9-12=0

School Board Members 7 Indians..... 1

Indians Employed in System..... 2
Teacher Aides 2

The small Indian enrollment in the Penasco Schools makes it impractical to have special classes for Indian students. The system serves the children from the very small Picuris Pueblo a short distance from the Penasco Elementary and Secondary schools. The two teacher aides funded by Johnson O'Malley are natives of the Picuris Pueblo and form a direct line of communication between the Indian community and the school administration. Unlike many of the Johnson O'Malley eligible schools, Penasco does not have an attendance nor a dropout problem. This is probably due to the interest the Indian leaders evince in school affairs and the isolated location of the pueblo.

Pojoaque Valley Schools
Frank B. Lopez, Superintendent
P. O. Drawer P
Santa Fe, New Mexico 87501

District Enrollment 1,247

Indian Enrollment 151

Indian Dropout Rate Grade 1- 8= 0
Grade 9-12=4%

School Board Members 5 Indians 1

Indians Employed in System..... 6
Teacher Aides 4
Clerical 1
Custodian 1

Pojoaque Valley Schools *(Continued from page 9)*

Pojoaque Valley School serves Indian students from the pueblos of Nambe, Pojoaque, San Ildefonso and Tesuque. Although these pueblos maintain many of their old traditions and customs, like those that Espanola serves, they are almost urbanized because of their proximity to Santa Fe and Espanola. Pojoaque school does not support a kindergarten program because of pre-school classes held in the Pueblos.

Due to the small enrollment of Indian pupils there are no special classes arranged for them alone. Indians are integrated into the regular school programs with the Indian teacher aides providing individual help where needed. The employment of four Indian aides is probably Johnson O'Malley's most effective contribution to the education of the Pojoaque Valley Indian students.

In addition to the employees listed, Johnson O'Malley does furnish instruction supplies, parental cost items and pays in part, for lunches for eligible students.

Ruidoso Municipal Schools
Pat Valliant, Superintendent
Drawer 430
Ruidoso, New Mexico 88345

District Enrollment 981

Indian Enrollment 60

Indian Dropout Grades K- 8= 0
Grades 9-12=9%

School Board Members 5 Indian 0

Indians Employed in System 4
- Teachers 1
- Teacher Aides 2
- Liaison Officer 1

Special Johnson O'Malley sponsored programs:

A. Crafts – Beading work – Grades 4, 5, 6.
B. Leatherwork – Grades 4, 5, 6.
C. Indian Club – Grades 4, 5, 6. The study of Indian culture.
D. Indian Club – Grades 7 through 12. The study of Indian dances, Indian customs, Indian costumes and speakers on Indian culture.
E. Indian Student Advisory Council. To help Indian students with problems. The Council consists of five Indian students and is changed every three months.
F. Indian-Parent meetings: Held on the 3rd Monday of each month. Informal – to bring up problems of children and secure a better understanding with the parents. A majority of the parents attend.

Taos Municipal Schools
Orlando Ortiz, Superintendent
P. O. Box 1277
Taos, New Mexico 87571

District Enrollment 3,1

Indian Enrollment 1

Indian Dropout Rate Grades K- 8= 0
Grades 9-12=5.4%

School Board Members 7 Indians .....

Indians Employed in System .....
- Liaison Officer 1
- Teacher Aides 3

Instructional program involving Indian aides provides a clo relationship between school and Indian children because the children c relate to these aides as persons from their own community. There is also much closer relationship between school and Indian parents by having Indi aides communicate with them about school programs and their childre school life. The Instructional Aides have been helping Indian child individually in tutorial type program in math and reading. Much individ help is provided the individual Indian child in this manner.

The school-community liaison and counselor's aide have accomplish much in the area of school attendance as can be noted by attendance repo Much information about educational programs is now more readily availa to Indian parents through these two persons. Mr. Sandoval and the aides m regularly once a month with Indian parents at the Pueblo to disc educational programs and problems of Indian children and what can be d to solve them.

We feel that much better communication between the school and Taos Pueblo community now exists because of the Indian personnel hired Johnson O'Malley funds.

Truth or Consequences Municipal Schools
Basil Burks, Superintendent
P. O. Box 952
Truth or Consequences, New Mexico 87901

District Enrollment 1400
Indian Enrollment ..... 6-8 See Narrative
Indian Dropout rate ..... N.A.
School Board Members 5 Indians 0
Number of Indian Employees 0

Truth or Consequences is the home of the Carrie Tingley Hospital for Crippled Children. As such, it serves handicapped children of all races. Indian children from all New Mexico tribes and pueblos are accepted for treatment. During the fiscal year of '71 the Indian enrollment varied from 2 to 8 at given times. The small Johnson O'Malley allotment is used primarily for bedside, or individual, teaching by the regular teaching staff at the school maintained on the hospital grounds. In addition to the amount budgeted for tutorial services, $500 is earmarked for special equipment and materials necessary for the instruction of the pupils.

Enrollment and attendance records mean very little from this particular system as many of the children are there for a short period. As soon as they are physically able to do so, they are returned to their homes or neighborhood schools.

Tularosa Municipal Schools
Glen Daves, Superintendent
504 First Street
Tularosa, New Mexico 88352

District Enrollment 1,556
Indian Enrollment 459
Indian dropout rate Grades 1- 8-Nil
Grades 9-12-10%
School Board Members 5 Indians 0
Indians employed in system 15
Liaison Officer 1
Teacher Aides 13
Custodians 1

As indicated on the enrollment sheet for Tularosa, most of the Indian children are concentrated in the elementary grades. Practically all of these attend Bent-Mescalero School located on the Mescalero Apache Indian Reservation.

Mrs. Virginia Klinekole, a former President of the Mescalero Tribal Council, serves the Tularosa Schools as an administrative aide and liaison officer. She is very instrumental in securing and keeping 12 competent Indian teachers aides for the school system. Of course, she also gives the schools an influential line of communication with the Indian community. In fact, her duties are many and varied.

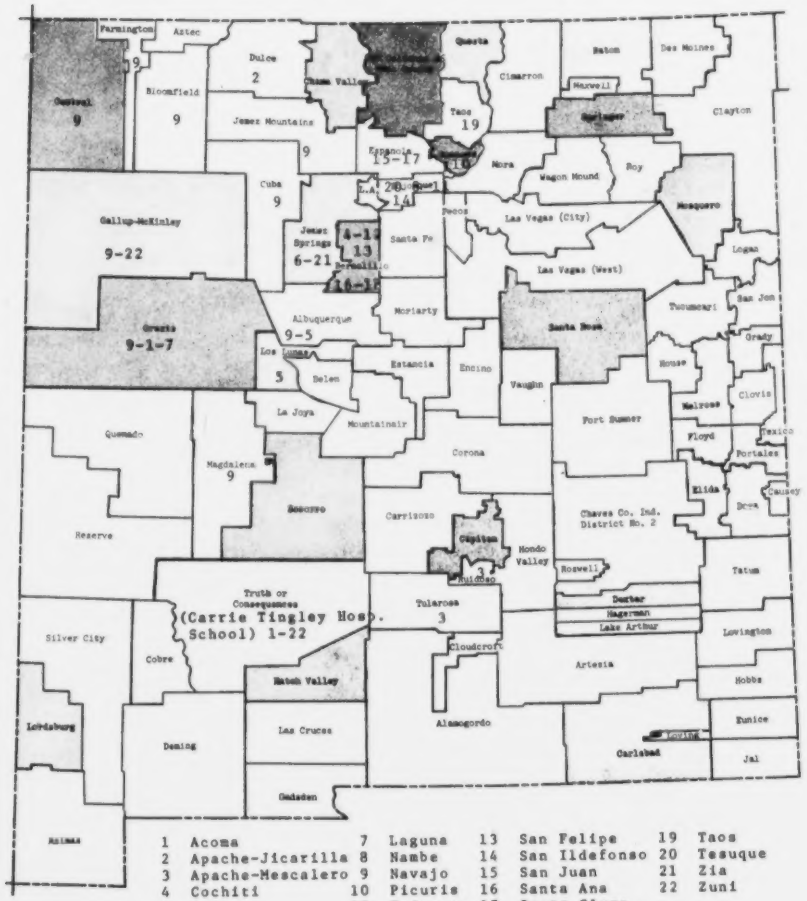
A fine elmentary school central library supported in part through the use of Johnson O'Malley funds, is very well equiped and the librarian is very eager to make it an integral part of the Mescalero School Program. Al authentic books on Indian culture are an important segment of the inventory

The adjacent tribal administrative center contains a swimming poo which the children use as part of their P.E. program. This is an unusua privilege for children in dry, arid New Mexico. Swimming is made possibl through the use of Johnson O'Malley funds.

Tularosa High School was given a grant to establish a special class fo Indian students to be trained in the use and maintenance of school and offic equipment, such as duplicators, projectors, etc. It is hoped that such traine students who do not plan to attend higher educational institutions, wil constitute a resource pool of trained teacher aides. Because of the constan turnover in teacher aides at Bent-Mescalero School, the training can b beneficial to the schools and students. Mr. John Salvo, principal at the hig school, considered the class very successful.

NAVAJO AREA PERSONNEL DATA – 1971-72

DISTRIBUTION OF TRIBAL GROUPS BY SCHOOL DISTRICT



Total Area Enrollment	27,679
Indian Student Enrollment	13,381
Percentage Indian Enrollment	49.9%
Indian Enrollment Grades 9-12	2,889
Area Dropout Rate Grades 9-12 (14.4%)	416
Area Graduates 8th Grade	853
Area Graduates 12th Grade	453
Area School Board Members – Total 35	Indian 10
Indian Employed in Area	419

Attendance Officers	9
Bus Drivers	11
Cafeteria Personnel	105
Clerical Personnel	26
Consultants – Educational	3
Counselors	1
Custodians	68
Liaison Officers	4
Maintenance Personnel	4
Principals	1
Superintendents	1
Supervisors	3
Teachers	58
Teacher Aides	122
Title VII Personnel Uncategorized	4

DISTRICT SUMMARY REPORT

Albuquerque Public Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: **Total** 5 / 5

Indian 0 / 0

Enrollment:
District Elem. 56648 **Ind** **Indian** 144

District H. S. 26590 **Ind** **Indian** 122

No. of 8th grade

No. of 12th grad

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Indian Enrollment	Tra
Kg.																		
1			3	1													4	
2				2													2	
3				4	5	5	3										12	
4							6	9	1								16	
5								6	11	3							20	
6									10	8	1						19	1
7									1	19	17	5	1	1			44	2
8										4	13	6	4				27	
Total Elem.			3	7	5	5	9	15	23	34	31	11	5	1			144	3
9												24	20	5	2		51	3
10													5	21	2	2	30	3
11														3	14	3	20	
12															3	18	21	
Total Sec.												24	25	29	21	23	122	6

1/ Students known to have re-enrolled i in another school

COMMENTS:

All of the above statistics a are derived from reports submitted by the School District Superintendent or his authorized representat

DISTRICT SUMMARY REPORT

Albuquerque Public Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

No. of 8th grade Indian graduates 27

No. of 12th grade Indian graduates 18

10	11	12	13	14	15	16	17	18	19+	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
										4			4	72
										2			2	70
										12			12	79
9	1									16			16	83
6	11	3								20			20	91
	10	8	1							19	1		18	85
	1	19	17	5	1	1				44	2	1	41	816
		4	13	6	4					27			27	726
15	23	34	31	11	5	1				144	3	1	140	2022
				24	20	5	2			51	3	6	42	1578
					5	21	2	2		30	3	1	26	1552
						3	14	3		20		6	14	1546
							3	18		21		3	18	1108
				24	25	29	21	23		122	6	16	100	5784

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m reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Bernalillo Public Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: Total 7

Indian 2

Enrollment:
District Elem. 2138* Indian 1029

District H. S. 764 Indian 329

No. of 8th grade Ind

No. of 12th grade In

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfer
Kg.		15	63														78	1
1			15	70	4												89	3
2				20	78	19											117	3
3					12	49	35	3									99	4
4					1	18	46	68	14								147	4
5							24	36	29	13							102	1
6							6	19	39	48	6						118	1
7									16	51	42	14	5	1			130	3
8									1	12	21	71	13				118	1
Total Elem.		15	78	90	95	86	111	127	99	124	69	85	18	1			998	21
9											10	24	49	15	1		99	3
10												5	47	24	4		80	5
11														36	41	1	78	7
12															24	48	72	15
Total Sec.											10	39	96	75	70	49	329	
Special Education				1	2		1	6	11	5	4		1				31	0

*Total elementary includes special education

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized representativ

DISTRICT SUMMARY REPORT

Bernalillo Public Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

No. of 8th grade Indian graduates 118

No. of 12th grade Indian graduates 72

12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
								78	1	2	75	120
								89	3	4	82	220
								117	3	2	112	232
								99	4	3	92	207
14								147	4	2	141	273
29	13							102	1	3	98	230
39	48	6						118	1	8	109	245
16	51	42	14	5	1			130	3	8	119	260
1	12	21	71	13				118	1	10	107	247
99	124	69	85	18	1			998	21	42	935	2034
		10	24	49	15	1		99	3	10	89	221
			5	47	24	4		80	5	5	72	204
					36	41	1	78	7	3	70	186
						24	48	72	15	2	63	153
		10	39	96	75	70	49	329		20	294	764
11	5	4		1				31	0	4	27	104

al education

submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Bloomfield Municipal Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: Total 5

Indian 1

Enrollment:
District Elem. 1,387 Indian 484

District H. S. 498 Indian 171

No. of 8th grade Indian gra

No. of 12th grade Indian gr

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DR
Kg.		42															42		
1			71	8	2	1											82		
2				54	11	3											68		
3				2	25	21	4	1									53		
4					3	21	22	7	1								54		
5						3	26	20	4								53		
6								22	23	6							51		
7									6	25	8	2	1				42	2	
8										3	10	20	5	1			39	2	
Total Elem.		42	71	64	41	49	52	50	34	34	18	22	6	1			484	4	
9											2	32	15	10			68	1	
10												31					41		
11													23				31		
12														26			31		
Total Sec.											2	63	38	36			171	1	

1/Students known to have re-enrolled in another school

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Bloomfield Municipal Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

84

71

No. of 8th grade Indian graduates 39

No. of 12th grade Indian graduates 28

10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
										42		5	37	79
										82		3	79	185
										68		5	63	144
4	1									53		4	49	165
22	7	1								54		2	52	175
26	20	4								53		3	50	164
	22	23	6							51		5	46	165
		6	25	8	2	1				42	2	6	34	137
			3	10	20	5	1			39	2	4	33	173
52	50	34	34	18	22	6	1			484	4	37	443	1387
				2	32	15	10			68	1	7	60	145
					31					41		10	31	130
						23				31		8	23	124
							26			31		5	26	99
				2	63	38	36			171	1	30	140	498

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d from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Central Consolidated

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: **Total** 5

Indian 3

Enrollment:
District Elem. 3706 **Indian** 3015 **No. of 8**

District H. S. 929 **Indian** 705 **No. of 1**
4635

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollme
Kg.		271	10														281
1			217	204													421
2				215	193	21											429
3					173	189	20										382
4						161	139	21	2								323
5							144	127	15	6							292
6								137	129	18	8						292
7									166	122	16	9					313
8										140	117	15	8	2			282
Total Elem.		271	227	419	366	371	303	285	312	286	141	24	8	2			3015
9												93	99	29	4	1	226
10												2	90	93	21	5	211
11													2	105	15	22	144
12														2	91	31	124
Total Sec.												95	191	229	131	59	705

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorize

DISTRICT SUMMARY REPORT

Central Consolidated

District – School Year 1971–72
Enrollment – Graduates – Dropouts

3015

705

No. of 8th grade Indian graduates 263

No. of 12th grade Indian graduates 111

9	10	11	12	13	14	15	16	17	18	19	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
											281	34	1	246	339
21											421	19		402	480
89	20										429	9	2	418	505
61	139	21	2								382	12	3	367	447
	144	127	15	6							323	8		315	415
		137	129	18	8						292	6		286	385
			166	122	16	9					292	8	1	283	371
				140	117	15	8	2			313	14	4	295	396
71	303	285	312	286	141	24	8	2			282	12	7	263	368
						93	99	29	4	1	3015	122	18	2875	3706
						2	90	93	21	5	226	20	23	183	276
							2	105	15	22	211	12	26	173	285
								2	91	31	144	12	22	110	192
						95	191	229	131	59	124	6	7	111	176
											705	50	78	577	929

derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Cuba

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: Total 5

Indian 1

Enrollment:
District Elem. 786 Indian 456

District H. S. 289 Indian 110

No. of 8th grade In

No. of 12th grade I

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfe
Kg.	1	6	30	3													40	
1				23													23	2
2					37												37	2
3						32											32	3
4							31										31	
5								39									39	2
6									45	49	36	21	4				145	13
7										11	20	14	7	3	1		52	3
8											4	22	19	8	2		57	5
Total Elem.	1	6	30	26	37	32	31	39	45	60	50	57	30	11	3		456	30
9												3	9	11	6	2	33	4
10													12	15	9	9	44	
11														5	4	14	22	
12															1	10	11	4
Total Sec.												3	21	31	20	35	110	8

1/ Students known to have re-enrolled in another school

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized represent

DISTRICT SUMMARY REPORT

Cuba

District – School Year 1971–72
Enrollment – Graduates – Dropouts

No. of 8th grade Indian graduates – 0 –

No. of 12th grade Indian graduates 7

10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
										40		4	36	73
										23	2	1	20	63
										37	2	1	34	76
										32	3	2	27	60
31										31		1	30	64
	39									39	2		37	80
		45	49	36	21	4				145	13	4	128	186
			11	20	14	7	3	1		52	3		49	89
				4	22	19	8	2		57	5		52	95
31	39	45	60	50	57	30	11	3		456	30	13	413	786
					3	9	11	6	2	33	4		29	80
						12	15	9	9	44		2	42	92
							5	4	14	22		2	20	74
								1	10	11	4		7	43
					3	21	31	20	35	110	8	4	98	289

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d from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Dulce Independent School Dist. No. 21

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: **Total** 5

Indian 3

Enrollment:
District Elem. 519 **Indian** 452 **No. of 8th grade Indi**

District H. S. 163 **Indian** 120 **No. of 12th grade Ind**

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers
Kg.		40	9														49	5
1			48	3													51	4
2				50	5												55	3
3					40	7											47	2
4						47	6										53	1
5							45	7									52	2
6								43	7								50	2
7									45	5							50	3
8										43	2						45	4
Total Elem.		40	57	53	45	54	51	50	57	48	2						452	26
9											10	19	3				32	
10													28	6			34	2
11														40	3		43	5
12															9	2	11	1
Total Sec.											10	19	31	46	12	2	120	8

1/ Students known to have re-enrolled in another school

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized representati

DISTRICT SUMMARY REPORT

Dulce Independent School Dist. No. 21

District – School Year 1971–72
Enrollment – Graduates – Dropouts

2

0

No. of 8th grade Indian graduates 39

No. of 12th grade Indian graduates 5

10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
										49	5		44	58
										51	4		47	48
										55	3		52	65
										47	2		45	54
6										53	1		52	59
45	7									52	2		50	60
	43	7								50	2		48	56
		45	5							50	3		47	60
			43	2						45	4	2	39	59
	50	57	48	2						452	26	2	424	519
				10	19	3				32		2	30	45
						28	6			34	2	6	26	41
							40	3		43	5	6	32	52
								9	2	11	1	5	5	25
				10	19	31	46	12	2	120	8	19	93	163

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d from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Espanola Municipal Schools No. 45

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: **Total** 5

Indian 0

Enrollment:
District Elem. 4227 **Indian** 244

District H. S. 1805 **Indian** 135

No. of 8th grade Indian grad

No. of 12th grade Indian gra

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DR
Kg.																			
1			20	3													23	5	
2				25	4												29	3	
3					19	4	2										25	3	
4						13	7	2									22	4	
5						2	18	5	1	1							27		
6							4	19	5	1							29	5	
7									38	14	1	1					54		
8									1	22	7	4	1				35	1	
Total Elem.			20	28	23	19	31	26	45	38	8	5	1				244	21	
9											26	8					34		
10											5	14	17	2	1	1	40	3	
11												7	15	8			30		
12												1	6	12	12		31	2	
Total Sec.											31	30	38	22	13	1	135	5	

Incl. Homel

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Espanola Municipal Schools No. 45

District – School Year 1971–72
Enrollment – Graduates – Dropouts

244

135

No. of 8th grade Indian graduates NA

No. of 12th grade Indian graduates 27

9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
											23	5		18	485
											29	3		26	496
4	2										25	3		22	514
13	7	2									22	4		18	466
2	18	5	1	1							27			27	562
	4	19	5	1							29	5		24	550
			38	14	1	1					54		1	53	596
			1	22	7	4	1				35	1		34	558
19	31	26	45	38	8	5	1				244	21	1	222	4227
					26	8					34		1	33	530
					5	14	17	2	1	1	40	3	1	36	465
						7	15	8			30			30	411
						1	6	12	12		31	2	2	27	399
					31	30	38	22	13	1	135	5	4	126	1805
													Incl. Homebound & Spec. Ed.		6081

derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Farmington Municipal Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: **Total** 5

Indian 1

Enrollment:
District Elem. 4470 **Indian** 275

District H. S. 2119 **Indian** 119

No. of 8th grade Indian

No. of 12th grade Indian

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers
Kg.		6	57	3													66	
1			1	19	3												23	
2				2	21	5											28	
3						35	2										37	
4							26	1									27	
5								28	3								31	
6									27	4							31	
7										29	2	1					32	
8																		
Total Elem.		6	58	24	24	40	28	29	30	33	2	1					275	
9												37	4				41	
10													27	3			30	
11														30	5		35	
12															12	1	13	
Total Sec.												37	31	33	17	1	119	

COMMENTS: All of the above statistics a derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Farmington Municipal Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

5

9

No. of 8th grade Indian graduates 27

No. of 12th grade Indian graduates 12

10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
										66		5	61	548
										23		4	19	511
										28		1	27	543
2										37		4	33	564
26	1									27		2	25	575
	28	3								31		2	29	608
		27	4							31		5	26	569
			29	2	1					32		5	27	552
28	29	30	33	2	1					275		28	247	4470
					37	4				41		5	36	592
						27	3			30		5	25	546
							30	5		35		12	23	493
								12	1	13		1	12	488
					37	31	33	17	1	119		23	96	2119

ed from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Gallup–McKinley County Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: **Total** 5

Indian 3

Enrollment:
District Elem. 9095 **Indian** 6333

District H. S. 3079 **Indian** 1719

12174 8502

No. of 8th grade Indian

No. of 12th grade India

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers
Kg.		391	87	1	1												480	18
1			608	286	81	14	1										990	22
2			1	409	256	99	29	4	1								799	32
3					420	224	80	37	4	1							766	27
4					1	379	210	137	24	6							757	18
5						2	324	229	136	47	5	1					744	29
6							2	224	230	112	35	5					608	27
7									55	196	194	108	42	6	1		602	25
8									1	64	218	196	77	28	3		587	30
Total Elem.		391	696	696	759	718	646	631	451	426	452	310	119	34	4		6333	228
9											61	193	164	95	45	7	565	40
10												24	140	203	87	20	474	29
11												7	51	79	117	107	361	15
12												5	18	18	64	214	319	6
Total Sec.											61	229	373	395	313	348	1719	90
																	8052	

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Gallup–McKinley County Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

6333

1719

8502

No. of 8th grade Indian graduates 499

No. of 12th grade Indian graduates 280

9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
											480	18	30	432	704
14	1										990	22	37	931	1281
99	29	4	1								799	32	15	752	1115
24	80	37	4	1							766	27	9	730	1077
79	210	137	24	6							757	18	21	718	1117
2	324	229	136	47	5	1					744	29	17	698	1103
	2	224	230	112	35	5					608	27	27	554	933
			55	196	194	108	42	6	1		602	25	53	524	902
			1	64	218	196	77	28	3		587	30	58	499	863
18	646	631	451	426	452	310	119	34	4		6333	228	107	5838	9095
					61	193	164	95	45	7	565	40	58	467	870
						24	140	203	87	20	474	29	48	397	837
						7	51	79	117	107	361	15	47	299	739
						5	18	18	64	214	319	6	33	280	633
					61	229	373	395	313	348	1719	90	277	1442	3079
											8052			7280	12174

d from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Grants Municipal Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: Total 5

Indian 0

Enrollment:
District Elem. 3254 Indian 641

District H.S. 1457 Indian 413

No. of 8th grade Indian

No. of 12th grade Indian

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers
Kg.		14															14	
1			22	28	6	1											57	4
2				10	26	3	2										41	2
3					9	26	21	5	1								62	2
4						17	31	21	5	1							75	7
5							22	27	17	6	2		1				75	5
6								23	23	14	5						65	2
7									57	42	19						118	7
8										39	62	10	4				115	8
Total Elem.		14	22	38	41	47	76	76	103	102	88	10	5				622	37
SPEC. ED.				2	2	2	1	5	6				1				19	
9											59	67	21	7			154	7
10											1	43	37	11	1		93	5
11													20	47	14	3	84	7
12														28	45	9	82	4
Total Sec.											60	110	78	93	60	12	413	23

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Grants Municipal Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

dian 641

dian 413

No. of 8th grade Indian graduates 105

No. of 12th grade Indian graduates 71

8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
												14		4	10	18
6	1											57	4	3	50	347
26	3	2										41	2	1	38	371
9	26	21	5	1								62	2	1	59	388
	17	31	21	5	1							75	7	5	63	384
		22	27	17	6	2		1				75	5	1	69	393
			23	23	14	5						65	2	2	61	369
				57	42	19						118	7	2	109	510
					39	62	10	4				115	8	2	105	455
41	47	76	76	103	102	88	10	5				622	37	21	564	3235
2	2	1	5	6				1				19			19	19
						59	67	21	7			154	7	4	143	483
						1	43	37	11	1		93	5	5	83	370
								20	47	14	3	84	7	2	75	322
									28	45	9	82	4	7	71	282
						60	110	78	93	60	12	413	23	18	372	1457

are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Jemez Mountain School Dist. No. 53

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: **Total** 5

Indian 0

Enrollment:
District Elem. 570 **Indian** 89

District H. S. 152 **Indian** 2

No. of 8th grade I

No. of 12th grade

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transf
Kg.		1	8														9	
1				14	6	3											23	
2					9	1	4		1	1							16	
3						8	4	1	1								14	
4						1	4		2								7	
5								4	2	1	1						8	
6									3	3	3						9	
7											1	1					2	
8																	0	
Total Elem.		1	8	14	15	13	12	5	9	5	5	1					89	
9													1				1	
10													1				1	
11																		
12																		
Total Sec.													2				2	

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Jemez Mountain School Di / ist. No. 53

District – School Year 1971–72

Enrollment – Graduates –

– Dropouts

otal 5

dian 0

___ Indian 89

___ Indian 2

No. of 8th grade Indian graduates NA

No. of 12th grade Indian graduates 2

7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
													9			9	52
14	6	3											23			23	75
	9	1	4		1	1							16			16	67
		8	4	1	1								14			14	72
		1	4		2								7			7	59
				4	2	1	1						8			8	55
					3	3	3						9			9	69
							1	1					2			2	48
													0				73
14	15	13	12	5	9	5	5	1					89			89	570
									1				1			1	60
									1				1				43
																	22
																1	27
									2				2			2	152

statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Jemez Springs Municipal Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: Total 7

Indian 2

Enrollment:
District Elem. 478 Indian 216

District H. S. 217 Indian 129

No. of 8th grade In

No. of 12th grade I

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfe
Kg.	11	8	6														25	4
1			6	10	1												17	1
2				4	10	2											16	1
3					8	11	4										23	
4						6	9	1									16	1
5						1	7	16	4	4							32	
6								6	7	6							19	1
7									5	21	12	1	1				40	
8										4	13	1	1				19	1
Total Elem.	11	8	12	14	19	20	20	23	16	35	25	2	2				207	9
9											14	18	2	2			36	
10												18	10	3			31	
11													14	19	1		34	2
12														9	8	4	21	1
Total Sec.											14	36	26	33	9	4	122	3

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Jemez Springs Municipal Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

216

129

No. of 8th grade Indian graduates 18

No. of 12th grade Indian graduates 17

10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
										25	4		21	55
										17	1		16	52
										16	1		15	61
4										23			23	56
9	1									16	1		15	36
7	16	4	4							32			32	65
	6	7	6							19	1		18	44
		5	21	12	1	1				40			40	66
			4	13	1	1				19	1		18	43
20	23	16	35	25	2	2				207	9		198	478
				14	18	2	2			36		2	34	57
					18	10	3			31		1	30	52
						14	19	1		34	2		32	70
							9	8	4	21	1		20	38
				14	36	26	33	9	4	122	3	4	115	217

from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Los Lunas Conoslidated Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: Total 5

Indian 0

Enrollment:
District Elem. 2397 Indian 213

District H. S. 980 Indian 110

No. of 8th grade I

No. of 12th grade

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Trans
Kg.		6															6	
1			12														12	
2				10													10	
3					21												21	
4						25											25	
5							35										35	
6								27									27	
7									40								40	
8										37							37	
Total Elem.		6	12	10	21	25	35	27	40	37							213	
9											36						36	5
10												30					30	1
11													23				23	1
12														21			21	1
Total Sec.											36	30	23	21			110	8

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Los Lunas Conoslidated Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

5

0

ndian 213

ndian 110

No. of 8th grade Indian graduates 35

No. of 12th grade Indian graduates 30

8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
												6		1	5	145
												12		1	11	222
												10			10	248
21												21			21	265
	25											25		1	24	304
		35										35		3	32	283
			27									27			27	295
				40								40		2	38	337
					37							37		2	35	298
21	25	35	27	40	37							213		10	203	2397
						36						36	5	4	27	286
							30					30	1	1	28	255
								23				23	1		22	226
									21			21	1		20	213
						36	30	23	21			110	8	5	97	980 *

*Special Ed. & Homebound not incl.

are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Magdalena Municipal Schools No. 12

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: Total 5

Indian 1

Enrollment:
District Elem. 447 Indian 279

District H. S. 152 Indian 64

No. of 8th grade In

No. of 12th grade I

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfe
Kg.			2														2	
1			1	23	26	6											56	
2					6	18	7	1									32	
3						1	28	5	1								35	
4							2	27	4								33	
5							1	1	8	11	1						22	
6									3	15	12	9	3				42	
7										2	10	9	5	3			29	½
8											3	8	11	6			28	1
Total Elem.			3	23	32	25	38	34	16	28	26	26	19	9			279	2
9											1	3	6	6	3		19	
10													3	10	2	2	17	1
11														1	6	8	15	
12														1	1	11	13	
Total Sec.											1	3	9	18	12	21	64	1

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Magdalena Municipal Schools No. 12

District – School Year 1971–72
Enrollment – Graduates – Dropouts

279

64

No. of 8th grade Indian graduates 25

No. of 12th grade Indian graduates 13

9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
											2			2	20
6											56			56	66
8	7	1									32			32	53
1	28	5	1								35			35	52
	2	27	4								33			33	62
	1	1	8	11	1						22			22	43
			3	15	12	9	3				42			42	57
				2	10	9	5	3			29	1	2	26	51
					3	8	11	6			28	1	2	25	43
5	38	34	16	28	26	26	19	9			279	2	4	273	447
					1	3	6	6	3		19		2	17	42
							3	10	2	2	17	1	2	14	39
								1	6	8	15			15	36
								1	1	11	13			13	35
					1	3	9	18	12	21	64	1	4	59	152

ed from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Penasco Ind. School Dist. No. 4

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: Tota 7

Indi 1

Enrollment:
District Elem. 660 – **Indian** 14 — **No. of 8th grad**

District H. S. 270 – **Indian** 4 — **No. of 12th gra**

Grade	4	5	6	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Tra
Kg.																	
1			3													3	
2																	
3				3												3	
4					1											1	
5						4										4	
6							1									1	
7																	
8									2							2	
Total Elem.			3	3	1	4	1		2							14	
9											1					1	
10											1	1				2	
11																	
12															1	1	
Total Sec.											2	1			1	4	

COMMENTS: All of the abov statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Penasco Ind. School Dist. No. 4

District – School Year 1971–72
Enrollment – Graduates – Dropouts

7

1

Indian 14

Indian 4

No. of 8th grade Indian graduates 2

No. of 12th grade Indian graduates 1

	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
																	70
													3			3	75
																	109
	3												3			3	67
		1											1	1		0	63
			4										4			4	66
				1									1			1	49
																	82
						2							2			2	79
	3	1	4	1		2							14			13	660
								1					1			1	74
								1	1				2			2	65
																	74
												1	1			1	57
								2	1			1	4			4	270

statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Pojoaque Valley Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: **Total** 5

Indian 1

Enrollment:
District Elem. 847 **Indian** 101

District H. S. 378 **Indian** 50

No. of 8th grade Inc

No. of 12th grade In

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfer
Kg.																		
1			8														8	
2				5													5	
3				1	6	2											9	
4				1	2	5	1										9	
5						1	2	7	2								12	2
6							1	5	10	4	1						21	1
7									7	10	5	1					23	2
8										2	10		1	1 Sp.	Ed.		14	2
Total Elem.			8	7	8	8	4	12	19	16	16	1	1	1			101	7
9											8	4	7				19	2
10												3	2	1			6	
11													5	10	1		16	
12														4	4	1	9	
Total Sec.											8	7	14	15	5	1	50	2

Sp. Class

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Pojoaque Valley Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

5

1

Indian 101

Indian 50

No. of 8th grade Indian graduates 14

No. of 12th grade Indian graduates 9

	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
													8			8	87
													5			5	106
	6	2											9			9	113
	2	5	1										9			9	99
		1	2	7	2								12	2		10	99
			1	5	10	4	1						21	1	1		122
					7	10	5	1					23	2	1	20	114
						2	10		1	1 Sp.	Ed.		14	2		12	100
	8	8	4	12	19	16	16	1	1	1			101	7	2	94	840
							8	4	7				19	2		17	103
								3	2	1			6			6	86
									5	10	1		16		2	14	109
										4	4	1	9			9	80
							8	7	14	15	5	1	50	2	2	46	378

Sp. Class 29

1218

1247

istics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Ruidoso Municipal Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: Total 5

Indian 0

Enrollment:
District Elem. 698 Indian 49

District H. S. 283 Indian 11

No. of 8th grade I

No. of 12th grade

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transf
Kg.		1															1	1
1			4	1													5	1
2				5	3												8	2
3					2	6		1									9	2
4							3	3	1								7	
5							1	2									3	1
6								1	2	1							4	
7									3	4	1						8	2
8									1	3							4	
Total Elem.		1	4	6	5	6	4	7	7	8	1						49	9
9										1	1	1					3	
10												1	3	1			5	1
11													1	1			2	
12																1	1	
Total Sec.										1	1	2	4	2		1	11	1

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Ruidoso Municipal Schools

District – School Year 1971–72
Enrollment – Graduates – Dropouts

5

0

ndian 49

ndian 11

No. of 8th grade Indian graduates 3

No. of 12th grade Indian graduates 1

8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
												1	1		0	33
												5	1		4	73
3												8	2		6	84
2	6		1									9	2		7	78
		3	3	1								7			7	80
		1	2									3	1		2	83
			1	2	1							4			4	96
				3	4	1						8	2		6	85
				1	3							4			4	86
5	6	4	7	7	8	1						49	9		40	698
					1	1	1					3			3	68
							1	3	1			5	1	1	3	84
								1	1			2			2	67
											1	1			1	64
					1	1	2	4	2		1	11	1	1	9	283

981

are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Taos Municipal Schools Dist. No. 1

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: Total 7

Indian 1

Enrollment:
District Elem. 2263 Indian 73

District H. S. 895 Indian 74

No. of 8th grade In

No. of 12th grade I

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfe
Sp. Ed.				1		2	1				1						5	
1				7													7	
2					4												4	
3					5	3											8	1
4						3	2										5	
5							1	10	2								13	2
6								3	6	2							11	2
7									1	3	2	2					8	1
8										1	7	3	1				12	1
Total Elem.				8	9	8	4	13	9	6	10	5	1				73	7
9										1	2	14	2				19	1
10													10	4	2		16	2
11														15	4	1	20	4
12														3	12	4	19	2
Total Sec.										1	2	14	12	22	18	5	74	8

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPOR

Taos Municipal Schools Dist. No. 1

District – School Year 1971–7[illegible]
Enrollment – Graduates – Dropou[illegible]

73

74

No. of 8th grade Indian graduates 11

No. of 12th grade Indian graduates 17

9	10	11	12	13	14	15	16	17	1	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
2	1				1						5			5	164
											7			7	243
											4			4	243
3											8	1		7	262
3	2										5			5	252
	1	10	2								13	2		11	294
		3	6	2							11	2		9	286
			1	3	2	2					8	1		7	268
				1	7	3	1				12	1		11	251
8	4	13	9	6	10	5	1				73	7		66	2263
				1	2	14	2				19	1		18	235
							10	4	2		16	2	1	13	232
								15	4	1	20	4	1	15	236
								3	12	4	19	2	2	15	192
				1	2	14	12	22	18	5	74	8	4	61	895

derived from reports submitted by the School District Superintendent or his authorized representative.

DISTRICT SUMMARY REPORT

Tularosa

District – School Year 1971–72
Enrollment – Graduates – Dropouts

School Board Members: **Total** 5

Indian 0

Enrollment:
District Elem. 1132 **Indian** 404

District H. S. 424 **Indian** 55

No. of

No. of

Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indi Enrollr
Kg.		46															4
1			46	17													6
2				39	16												5
3					35	14											4
4						26	10	1									3
5							35	14	1								5
6								24	10	2							3
7									29	10	2						4
8										19	6	2					2
Total Elem.		46	46	56	51	40	45	39	40	31	8	2					404
9											6	3	2				11
10												11	5	2			18
11													5	4	2		11
12														9	4	2	15
Total Sec.											6	14	12	15	6	2	55

COMMENTS: All of the above statistics are derived from reports submitted by the School District Superintendent or his authorized repre

DISTRICT SUMMARY REPORT

Tularosa

District – School Year 1971–72
Enrollment – Graduates – Dropouts

Total 5

Indian 0

132 Indian 404

124 Indian 55

No. of 8th grade Indian graduates 27

No. of 12th grade Indian graduates 14

	7	8	9	10	11	12	13	14	15	16	17	18	19 +	Indian Enrollment	Transfers	DROPOUTS	Total Compl.	Total Enrollment
														46			46	46
	17													63			63	162
	39	16												55	1		54	131
		35	14											49			49	138
			26	10	1									37			37	123
				35	14	1								50	1		49	152
					24	10	2							36			36	135
						29	10	2						41			41	127
							19	6	2					27		1	26	118
	56	51	40	45	39	40	31	8	2					404	2	1	401	1132
								6	3	2				11	2	1	8	117
									11	5	2			18		1	17	97
										5	4	2		11		2	9	109
											9	4	2	15		2	13	101
								6	14	12	15	6	2	55	2	6	47	424

above statistics are derived from reports submitted by the School District Superintendent or his authorized representative.